DOCUMENT RESUME

ED 474 137 SO 034 184

TITLE	Education For All: A Committment and an Opportunity. National EFA Coordinators Meeting under the Sub-Regional EFA Forum for East and Southeast Asia Final Report (2nd, Bangkok, Thailand, December 10-12, 2001).
INSTITUTION	United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE	2001-12-00
NOTE	57p.; Contains small print.
AVAILABLE FROM	PROAP Information Programmes and Services, UNESCO Asia and Pacific Regional Bureau for Education, 920 Sukhumvit Road, Prakanong, Bangkok 10110 Thailand. Tel: 66-02-391-0577; Fax: 66-02-3910-866; e-mail: ips@unescobkk.org; Web site: http://www.unescobkk.org/education/. For full text: http://www.unesco.org/bangkok/ips/ebooks/documents/efa2nat/full.pdf.
PUB TYPE	Collected Works - Proceedings (021)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	*Access to Education; *Cooperative Planning; Developing Nations; Educational Objectives; *Equal Education; Females; Foreign Countries; Gender Issues
IDENTIFIERS	*Asia Pacific Region; Development Education; UNESCO

ABSTRACT

The working group of Sub-Regional Forum (SRF) and the Thematic Working Group (TWG) on Education for All (EFA) organized the second meeting of the SRF for East and Southeast Asia and the National EFA Coordinators in Bangkok, Thailand December 10-12, 2001. The meeting offered an opportunity for EFA coordinators to reflect on the outcomes of the EFA working group meeting in Paris (France) in September 2001. The second national EFA coordinators meeting resulted in three objectives: (1) to share information about the process and progress in the preparation of credible National EFA Action Plans; (2) to discuss and reach consensus on what kinds of sub-regional mechanisms might be used to review National EFA Action Plans and to suggest ways to improve them; and (3) to identify needs, concerns, and priorities of countries, and ways in which the SRF can respond appropriately. Following an introduction and proceedings, this report contains eight sections: (1) "Global Developments in Efforts to Meet EFA Goals"; (2) "Survey Results on the Preparation of National EFA Action Plan"; (3) "Country Experiences in Planning for EFA"; (4) "EFA Plan Preparations"; (5) "Draft Outline on Criteria and Mechanisms for Reviewing and Improving National EFA Action Plan"; (6) "Flagship Programmes"; (7) "Remaining Tasks, Requirements and Possible Assistance for Preparation of EFA Action Plans"; and (8) "Conclusions, Follow-up and Evaluation." Annexes are: (1) "Schedule of Work"; (2) "List of Participants"; (3) "Presentations"; and (4) "Generic Criteria for Assessing the Credibility of National EFA Action Plans." (BT)

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ED 474 137

EDUCATION FOR ALL

A Commitment and an Opportunity

Second National EFA Coordinators Meeting
under the Sub-Regional EFA Forum
for East and Southeast Asia

Bangkok, Thailand
10-12 December, 2001

FINAL REPORT

SO 034 184

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Introduction

Background to the Sub-regional EFA Forum

The EFA 2000 Assessment in the Asia-Pacific region began in October 1998 as a collaborative effort between member countries and EFA Forum partners (UNDP, UNESCO, UNFPA, UNICEF and the World Bank), the Asian Development Bank (ADB) and the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP). A Regional Technical Advisory Group (RTAG) was created to oversee and coordinate activities in the Asia-Pacific. Subsequently, four sub-regional Technical Advisory Groups (TAG) were formed to facilitate work at the sub-regional level. The RTAG and the TAGs met regularly to discuss ways and means to support EFA assessment activities and to prepare for the Asia-Pacific Conference on EFA 2000 Assessment held in Bangkok, Thailand, in January 2000. At the conference the country representatives adopted a regional framework for action, which was eventually fed into the Dakar Framework for Action adopted at the World Education Forum in Dakar, Senegal, in April 2000.

Following the World Education Forum, UNESCO Bangkok, as the RTAG Secretariat, organized two RTAG meetings in June and July 2000. These meetings aimed to redefine the role, functions, structure and working arrangements of the RTAG to ensure consistency with the requirements of the Dakar Framework for Action. It was decided that each sub-regional TAG should be renamed as a Sub-regional EFA Forum (SRF). It was also agreed that membership of the SRF should be expanded to include country representatives, donors, non-government organizations (NGOs) and other sub-regional partners in education as deemed appropriate. The SRF for East and Southeast Asia and its secretariat are based at UNESCO Bangkok, Thailand.

In July 2000 the SRF for East and Southeast Asia met to discuss its membership and terms of reference. It was determined that the SRF should cover the ten ASEAN countries, as well as China, the Democratic People's Republic of Korea, Japan, and the Republic of Korea. It was agreed that Papua New Guinea and Mongolia would be invited to the SRF meeting. It was envisaged that the SRF should also include the Southeast Asian Ministers of Education Organization (SEAMEO), a number of bilateral agencies, NGOs, and a small number of government representatives. The SRF terms of reference were set with a focus on assisting member states to organize national EFA fora and prepare National EFA Action Plans, harmonizing agency efforts, formulating joint projects, and exchanging information.

In his capacity as the SRF Coordinator for East and Southeast Asia, the Director of UNESCO Bangkok wrote to Ministers of Education throughout the sub-region in August 2000 to ascertain their interest in being among the government representatives in the SRF. He also sought to follow-up on new developments within member countries after the World Education Forum. At the same time, bilateral agencies were also invited to express their interest in participating in the SRF.

At the First Meeting of the National EFA Coordinators of the Sub-regional EFA Forum (SRF) for East and Southeast Asia held in Bangkok, 2-3 November 2000, the functions (ToR), membership and work modalities of the SRF were discussed and approved. In addition, participants shared information regarding progress in forming a National EFA Forum in each country and in putting in place mechanisms for the development of a National EFA Action Plan.

Importantly, during 2001 the UN agency members of the Thematic Working Group (TWG) on EFA in Bangkok and the Working Group of the SRF reached an agreement to hold joint meetings. This outcome recognized the similarities in the broad objectives of the two working groups.

Second EFA National Coordinators Meeting

Agreement was reached during 2001 for EFA Coordinators to meet once a year to report on progress and express country needs in terms of SRF-supported ongoing operational activities. In line with this decision, the working group of SRF and the TWG on EFA organized the Second Meeting of the SRF for East and Southeast Asia and the National EFA Coordinators in Bangkok, Thailand on 10-12 December, 2001. This meeting offered, among other things, an opportunity for EFA Coordinators to reflect on the outcomes of the EFA Working Group meeting in Paris, September 10-12, 2001. The Paris meeting recommended that EFA partners develop national and sub-regional criteria and mechanisms (based on the Dakar Framework and the guidelines later published in Paris) to review, and suggest improvements to, National EFA Action Plans. This was considered essential in ensuring that EFA plans are "credible", reflect serious commitments from governments, and therefore, as agreed in Dakar, are eligible for donor assistance. Annex 1 contains the work schedule of this meeting.

Objectives

The Second National EFA Coordinators Meeting resulted in the following objectives:

1. To share information about the process of, and progress in, the preparation of credible National EFA Action Plans.
2. To discuss and reach consensus on what kinds of sub-regional mechanisms might be used to review, and suggest ways to improve, National EFA Action Plans.
3. To identify needs, concerns and priorities of countries, and ways in which the SRF can respond appropriately.

Participants

A total of 57 participants attended the meeting. Twenty-nine participants were from 14 member countries of the SRF, including Cambodia, China, DPR Korea, Indonesia, Japan, Lao PDR, Malaysia, Mongolia, Myanmar, Papua New Guinea, the Philippines, the Republic of Korea, Thailand and Vietnam. Moreover, the meeting was attended by representatives of UN agencies and bodies including ESCAP, FAO and the UNDCP. There were representatives from UNESCO offices in Bangkok and Cambodia. UNICEF sent representatives from country offices in Cambodia, China, Indonesia, Myanmar, and the regional office which is located in Thailand. The World Bank was represented, as were the bilateral cooperation agencies of JICA and SEAMEO. Annex 2 contains a list of participants and resource persons.

Proceedings

Opening Session

The Second National EFA Coordinators Meeting opened with a welcome speech by Mr John Daniel, UNESCO Assistant Director-General of Education. Opening addresses were also delivered by Mr Dan O'Dell, the Regional Education Advisor at UNICEF's East Asia and Pacific Regional Office (EAPRO) in Bangkok, and Ms Hiroko Tanaka, Social Affairs Officer with ESCAP. This was followed by a briefing on the meeting agenda made by Mr A.H.A Hakeem, Coordinator of APPEAL, at UNESCO Bangkok. To set the scene for the meeting, Mr John Daniel made a presentation on 'Global Developments in Efforts to Meet EFA Goals.' His presentation is summarized in Section 1 and the PowerPoint presentation is attached in Annex 3.

Sharing Country Experiences on National EFA Action Plan Preparation

Two sessions dealt with the sharing of country experiences on the preparation of National EFA Action Plans. This included an overview of country responses to the survey on country progress towards the preparation and implementation of the National EFA Action Plans. This was presented by Mr Riku Warjovaara of UNESCO Bangkok, followed by questions and comments. The overview of the survey results is summarized in Section 2. In addition, participants divided into three groups to share country experiences on the process of planning National EFA Action Plans. The outcomes of these group activities were shared at the plenary session. A synthesis of group work on country EFA planning is presented in Section 3.

Overview and Usage of the EFA Planning Guide

Ms Dominique Altner, Chief, Planning and Sector Analysis Unit, UNESCO Bangkok, presented an introduction to the EFA Planning Guide. Resource persons, Mr Klaus Bahr and Mr Fabrizio Ossella, then elaborated on the contents of the guide. There was an open forum for comments and suggestions on improving the guide. A summary of this session is presented in Section 4.

Draft Outline on Criteria and Mechanisms for Reviewing and Improving National EFA Action Plans

Mr Sheldon Shaeffer, Director of UNESCO Bangkok, delivered an introduction to the draft outline on criteria and mechanisms for reviewing and improving National EFA Action Plans. This draft outline was produced by participants, who divided into three groups to explore effective mechanisms at the national and sub-regional levels, as well as the criteria of the sub-regional mechanisms. The outcomes of the group discussions were shared at the plenary session, which is summarized in Section 5. The draft outline is presented in Annex 4.

Presentation by UNESCO Institutes

Ms Camilla Gidlof of the UNESCO Institute for Statistics (UIS) and Ms Madhu Singh of the UNESCO Institute for Education (UIE) discussed how their agencies could contribute to EFA planning and implementation. Ms Gidlof's presentation is included in Annex 3.

Flagship Programmes

The following flagship programmes were introduced by UNESCO and UNICEF:

- Focusing Resources on Effective School Health (FRESH) (Mr Sheldon Shaeffer, UNESCO Bangkok).
- HIV/AIDS (Mr Sheldon Shaeffer, UNESCO Bangkok).
- United Nations Girls' Education Initiative (UNGEI) (Ms Vibeke Jensen, UNESCO Bangkok and Ms Phuong Nguyen, UNICEF EAPRO).
- Early Childhood Care and Education (ECCE) (Mr Dan O'Dell, UNICEF EAPRO).

The presentations were followed by an open forum for questions and answers. A brief summary of each presentation is included in Section 6 and the Power Point presentations on HIV/AIDS and UNGEI are contained in Annex 3.

Remaining Tasks, Requirement and Possible Assistance for Preparation of National EFA Action Plans

In country teams, participants discussed the current status of their EFA planning, remaining tasks, requirements for completing the remaining tasks and the areas of support from SRF partners. The country work was shared at the plenary session and is presented in Section 7.

Presentations by Donors/Agencies on Possible Support for EFA Action Planning

Participating donors and agencies made brief interventions on possible support for National EFA action planning in member countries.

Closing Session

The meeting closed with remarks from the SRF Secretariat.

Global Developments in Efforts to Meet EFA Goals

In his presentation on ***Global Developments in Efforts to Meet EFA Goals*** the Assistant Director-General for Education, Mr John Daniel, reminded participants that UNESCO's preoccupation with **Education For All** goes back to its constitution formulated in 1946, as quoted below:

> *"For these reasons, the States Parties to this Constitution, believing in full and equal opportunities for education for all, in the free exchange of ideas and knowledge, are agreed and determined to develop and increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives."*

Following a brief overview of the significance of Jomtien (1990) and Dakar (2000), Mr Daniel outlined the following recent global developments in EFA:

- Recent Documents including the Final Report of the Second Meeting of the Working Group on Education for All and the Monitoring Report on Education for All.
- Recommendations of the High Level Group Communiqué 2001 and the main tasks associated with the recommendations.
- Elements of the global initiative.
- Inter-agency flagship programmes, including two new programmes and two proposed programmes to be added to the existing six flagship programmes.
- General tasks in relation to EFA, including greater attention to quality of education, the application of Information and Communication Technologies (ICTs) for EFA, life skills, technical/vocational education, and learning to live together.
- The work of the G8 Task Force on Education, which is responsible for preparing proposals for education for the G8 summit in Canada in June 2002.

The text of the slides presented by Mr. Daniel is given in Annex 3.

In the brief discussion that followed the Assistant Director-General's presentation, comments and questions were raised in regards to the G8 countries' interest in and possible support for EFA.

Survey Results on the Preparation of National EFA Action Plan

The EFA National Coordinators of 12 countries in the sub-region were requested to complete a brief survey on country progress towards the preparation of National EFA Action Plans. Due to time restraints, only six countries returned the questionnaires in time for inclusion at the meeting. Therefore, the overview of the country responses was fairly general and not detailed. It focused on the major features of the various stages countries have reached in the process of preparing National EFA Action Plans. It is noteworthy to mention that National EFA Action Plans were found to often be included in more general education and development plans, and varied greatly from country to country.

Member countries were asked to report on their activities undertaken to prepare for National EFA Action plans, the content of the plans, the status of the planning process, the estimated deadline, any constraints and the support they need to achieve their goals. They were also requested to provide comments on the process in general.

It was evident from the survey findings that countries have established institutional and administrative structures such as National EFA Forums and/or EFA coordination mechanisms. Most have also begun to gather information and documentation, to conduct research and studies, and have started to produce documents on National EFA Action Plans. Many of the countries also said they had begun consultations with civil society actors and research institutes. Many have also broadened their technical consultations on the planning process to the other sectors of government outside the Education Ministries. In addition, many countries said they had formulated plans for resource mobilization, validation and implementation. All the countries indicated that they would finalize the plans by 2002, as agreed in Dakar.

The content of countries' National EFA Action Plans includes the six dimensions of the Dakar Framework of Action. However, these are not always clearly or separately spelt out. Countries also reported linkages between the National EFA Action Plans and other development documents such as education development plans, intersectoral macroeconomic policy documents and Common Country Assessments (CCAs). In fact, most of the National EFA Action Plans in the region are part of existing and wider plans. However, the linkages between the plans, debt relief policy papers and the United Nations Development Assistance Framework (UNDAF) process were largely missing.

The countries identified low technical and financial support from external partners and a shortage of experts as the main constraints facing them. However, they were receiving external support and assistance in the areas of policy formulation, establishing monitoring mechanisms and quality of education policy development. Additionally, they mentioned that they were receiving support for the development of projection and simulation techniques in education system development.

Country Experiences in Planning for EFA

Establishing Short-term, Intermediate and Long-term National Goals

Countries need to set short-term, intermediate and long-term national goals if they are to translate the six Dakar EFA goals into national policy objectives and targets. None of the countries in East and Southeast Asia have completed the process of defining national EFA objectives and targets. A few, notably China, Malaysia, PNG and Cambodia, are moving towards completion. Most countries indicated that their national EFA objectives will be derived from existing policy documents and education sector plans. Additional objectives will be defined for EFA components not covered under existing policy documents and plans. A few countries, among them Malaysia and PNG, said that EFA goals are already addressed within the framework of existing national education sector development plans.

Costing and Budgeting of National EFA Action Plans

Approaches to costing and budgeting of National EFA Action Plans vary widely among countries. None of the countries present have completed a financial plan for EFA. One country has made first estimates of a preliminary National EFA Action Plan outline based on unit costs. Several countries indicated that they were familiar with the relatively complex technical work involved in the preparation of realistic financing plans, due to their previous experience in preparing other major education and social sector plans. Most countries however seemed not to fully realize the complex work involved in costing the EFA plan, and may require some methodological guidance.

Establishing a Mechanism for Donor-Government Consultation

Almost all countries have established some form of consultation mechanism between designated Ministry of Education focal points and the donor community. However only one country has engaged in a well organized process of donor-government consultation concerning the preparation of its National EFA Action Plan. Most of the other countries are at a preparatory stage, where they have designated national EFA teams in charge of planning and organizing the process of donor-government coordination on EFA.

Inter-sectoral Consultation and Conducting Effective Sector/Sub-sector Studies

There are processes in place in most countries that can be used for EFA plan preparation. Several countries are familiar with the process of designing and implementing sector or sub-sector studies. In some countries the organization of broad-based national consultations is part of a decision-finding

process facilitated through institutional structures, such as the Ministry of Planning in Indonesia. Sub-national consultation mechanisms, such as regular review meetings at province or district level, exist in a few countries. These sub-national consultation mechanisms are sometimes initiated by externally funded projects.

Designing a Budget and Mobilizing Funds for Preparatory Activities

Preparatory activities are underway in most countries. These activities include the establishment of task forces and working groups, the preparation of work plans, and in some cases the initiation of technical work related to data collection and analysis. Almost all countries indicated that funds from government sources were not available or insufficient to cover the costs of plan preparation. Several countries, among them Cambodia, Viet Nam and the Philippines, have been able to obtain some financial and technical support from external donors. Others indicated that they would seek such support.

Involving NGOs and Professional Bodies in National EFA Action Plan Preparation

NGOs, federations, mass organizations, labor unions and professional associations are regular partners of government in policy dialogue processes, both through established mechanisms and on an ad hoc basis. Most countries indicated that they foresaw future involvement of these bodies in the process of preparing National FA Action Plans. In several countries, such as PNG, the Philippines and Indonesia, associations and professional bodies sit on national EFA committees. In other countries such as Cambodia or V:et Nam, NGOs and professional bodies are involved in regular national and sub-national consultation processes. Consultation is the main form of stakeholder involvement in all countries.

EFA Plan Preparations

Essential Features

The preparation of the National EFA Action Plan (2002-2015) must be oriented towards three essential factors:

1. It must feed a policy dialogue process among stakeholders.
2. It must set policies for reform and development of education systems.
3. It must formulate viable implementation proposals (action programs).

In order to obtain the required funding, the funders (Ministers of Finance, Prime Ministers, parliaments, major donors) have to be convinced that EFA objectives and targets make sense and deserve priority when it comes to the allocation of national resources.

The Process of Plan Preparation

Plan preparation should be organized in ways which create and sustain dialogue among all essential stakeholders. This can be done by involving them in an interactive and collaborative way (through workshops, seminars, consultations) in the preparation of the National EFA Action Plan. The dialogue must be organized to achieve three results:

- It must give the stakeholders the opportunity to express their wishes, to state their priorities, and to express their readiness to contribute to EFA implementation.
- It must give the government (Ministry of Education, Ministry of Planning, etc.) the opportunity to explain their policies, proposals and strategies for implementation, objectives and targets. They must also have the opportunity to elaborate on their ideas concerning reform, the management of education, decentralization and empowerment at provincial and local levels, as well as the government's suggestions on how to ensure future funding of education and the government's financial commitments.
- It must lay the basis for consensus among government and other essential stakeholders on policies, objectives, targets and implementation and funding strategies.

Conclusion

The elements used in the dialogue process must be clear and well structured. The stakeholder consultations and debates must be supported by detailed evidence, such as data and analysis. Objectives and targets, implementation mechanisms, monitoring of progress and impact assessment must also be clearly defined.

Policies for Reform and Development

Policy makers and those senior government officials who hold the power to decide on resource allocation and on sector policies (ministers, vice-ministers, parliament, party leaders, local level leaders) must consider their nation's current and future education situation. They must review and revise policies and implementation strategies in order to reform and renovate education, so that it meets the needs of the economy as well as the expectations of parents and students. These decision makers must be convinced that funding requests from the Minister of Education are justified. It is therefore necessary to provide policy and decision makers with clear and reliable information on the reality of education, as well as reasonable and feasible ways to improve the situation. It is necessary to engage them in debate on educational issues and programs, and realistic solutions to problems.

Without commitment and support from those with the power to make policy and resource allocation decisions efforts to reach EFA goals will not succeed. Therefore, while it is important to involve all stakeholders in the process, it is crucial to convince decision makers about the need to meet EFA objectives.

Conclusion The EFA Plan must be well structured and contain solid evidence and analysis of the current state of each education sub-sector, central issues, and viable responses to issues and challenges. The plan must also identify EFA priorities.

Viable Implementation Proposals

National EFA Action Plans and plan components must stand a reasonable chance of being implemented. For this to happen, all those who are in charge of implementing education (central ministries, provincial authorities, district authorities and communities, as wells as public and non-public actors) must be convinced that the National EFA Action Plan will effectively respond to issues relevant to them and to their development needs and objectives. They will not support what they do not see as relevant or viable to them, be it at the central, provincial, community or district level. The same is true for external partners such as donors.

Conclusion The resource implications of the plan must be clearly spelt out. Implementation mechanisms and support services must be designed to help actors at each level to implement the plan. Responsibilities for each level must be clearly defined. The appropriate regulatory framework (laws, decrees and so on) must be defined. The financing of the plan must be clearly spelt out, showing the burden to be borne by each level.

The EFA Planning Guide

The EFA Planning Guide provides a methodical approach to achieving Education For All. However, it is most important to note that the Planning Guide does not provide a common recipe for every country, and is not meant to standardize or rigidify planning tasks. On the contrary, the EFA Planning Guide is designed to provide a logical, common sense framework, based on long-standing planning experience in the region, on preparing National EFA Action plans. It proposes a methodological framework that each country should adapt to its own specific situation and planning needs.

EFA is an international concept that has no institutional framework at national level. There is no country that has an EFA sector, an EFA ministry, or an EFA chapter in the national budget. In spite of this, the reality is that countries must devise a viable National EFA Action Plan. The EFA Planning Guide will help resolve how this can be done.

The international EFA concept, its goals and objectives, its terminology and jargon, need to be transposed into the national context. To make sense at a national level, an EFA structure could be oriented towards four main target groups:

1. Early Childhood Care and Development (ECCD) and preschool children.
2. Children in primary and secondary education.
3. Out-of-school children and youth (non-formal education (NFE) and continuing education).
4. Adults below the literacy level (NFE and continuing education).

The EFA Planning Guide attempts to make practical suggestions on how the National EFA Action Plan for each of these four target groups could be prepared (see chapters three and four of the planning guide).

The guide explains the relationship between the National EFA Action Plan and other plans and strategic instruments. It includes EFA-related activities and defines the National EFA Action Plan as a broad programme which integrates the EFA-relevant parts of all existing government policy documents (see figure five, p.25 of the guide). It sets out the three major planning phases:

- a situation analysis.
- the plan preparation proper (setting of goals, objectives, resource implications assessment and plan formulation).
- outlining of action plans (formulation of viable implementation proposals).

In terms of the EFA planning process, this means that each of the three major planning phases (see figure four, p.20) will involve an analysis of existing policy documents and plans that contain EFA-related components. It will also involve the linking and integration of those parts, and the identification and preparation of plan elements for those aspects and sub-sectors not yet covered. The assessment of the resource implications of National EFA Action Plan scenarios involves a reiterative process, leading to a consensus about the best possible option that is agreeable, desirable and feasible.

Planning for NFE and ECCD target groups (see chapter four) is particularly challenging. This is due to the complexities of the situation analysis (data and information collection), and the diversity of programmes and non-government service providers. Another challenge is to identify the role of government in providing NFE or ECCD services and programmes.

The EFA Planning Guide gives an example of a typical structure of a National EFA Action Plan document (figure six, p.32). This contains a widely used format (not a "model" or a recipe) that reflects the institutional structure in charge of implementing or overseeing the implementation of the National EFA Action Plan.

The EFA Planning Guide also contains a computerized simulation model (see annex three and refer also to the CD-Rom) that can help analyze the functioning of education systems, make projections, and assess the resource implications of EFA plans.

Draft Outline on Criteria and Mechanisms for Reviewing and Improving National EFA Action Plan

Mr Sheldon Shaeffer, Director of UNESCO Bangkok, made a brief presentation on the draft outline of criteria and mechanisms for reviewing and improving National EFA Action Plans. After the presentation the participants were asked to divide into three groups and come up with responses to four questions:

- What kind of mechanism for reviewing and suggesting improvements to National EFA Action Plans (or EFA components of broader educational development plans) should be put in place at national level? Sub-regional level?
- If mechanisms are recommended at the sub-regional level, who should the members be? How should such a mechanism work?
- Is it important to establish criteria to be used - at any level - for reviewing EFA plans, in order to ensure they are "credible" and reflect serious commitments from governments?
- If yes, what are the most important kinds of criteria?

The groups addressed the need for a mechanism to review the National EFA Action Plans at the national level. This would include all the stakeholders concerned with EFA and all the ministries and agencies that will implement the National EFA Action Plans. A few countries expressed the need for sub-national mechanisms to review action plans. Such mechanisms already exist in some countries.

Participants also identified the need for sub-regional mechanisms. It was felt that instead of creating a new structure, the existing Sub-regional Forum (SRF) could serve as this sub-regional mechanism. However due to time limitations, the operations and role of this mechanism were not adequately addressed. Some of the participants commented that the function of the sub-regional mechanism should be limited to sharing, rather than formally reviewing country experiences of developing and implementing National EFA Action Plans.

The membership of the SRF would include member states (EFA coordinators), civil society representatives, UN agencies (particularly EFA partners), donor agencies, bilateral donors, international financing institutions and experts.

The SRF should serve as a catalyst and promote exchanges of experiences, planning processes and progress on EFA planning. It could do this by organizing annual reviews, periodic questionnaires, newsletters, field visits, comparative studies and by establishing electronic networks and clinics of experts. The working method of the SRF would be flexible and context-based, in order to meet the specific needs and priorities of each country.

All groups agreed on the need for criteria for reviewing EFA plans at all levels in order to ensure that they are credible and reflect serious commitments by governments. Some participants underlined that the criteria should apply only to the review of National EFA Action Plan components of wider education development plans. Political commitment was identified as the most important criteria to be used.

The participants acknowledged that the generic criteria document provided on the political and technical nature of the criteria was helpful. However, they stated the need for further review to translate the document into concrete terms, which would match each country context. A copy of the generic criteria is attached in Annex 4.

Flagship Programmes

In the wake of the World Education Forum, a series of inter-agency flagship programmes were launched or consolidated. These programmes focus on the major thrusts of the Dakar Forum, for which special cooperative efforts are needed. Each one is supported by a number of education for all partners. Some are lead by UNESCO, while others are lead by various United Nations agencies. They currently include the following:

- The Inter-agency Initiative Devoted to Early Childhood Development
- Literacy in the Framework of the Proposed United Nations Decade
- United Nations Girl's Education Initiative (UNGEI)
- The Initiative on Education in Emergency Situations
- The Inter-agency Initiative FRESH (Focusing Resources for Effective School Health)
- The Inter-agency Initiative on AIDS, Schools and Education

It was agreed at the second meeting of the EFA Working Group held in Paris in September, 2001 that two additional flagship programmes will be added, namely "Teachers and Quality Education" and "Education and Disability." Several of these flagship programmes were discussed at the Second National EFA Coordinators' Meeting.

The Interagency Initiative FRESH (Focusing Resources on Effective School Health)

Background

FRESH was launched by UNESCO, UNICEF, WHO and the World Bank during the World Education Forum in Dakar in April, 2000. It is a united agency response which recognizes the growing need to improve holistic approaches and multiple strategies - rather than individual approaches - to promote health and nutrition through schools. It is not necessarily intended to create new structures and projects. Rather FRESH aims to build this holistic approach into various educational projects and programmes. In this sense it is a truly collaborative effort both among and within the concerned agencies.

Objectives

Improving the health and learning of school children through school-based health and nutrition programmes is not a new concept. Many countries have school health programmes, and many agencies have decades of experience in this area. These common experiences suggest an opportunity for concerted action by a partnership of agencies to broaden the scope of school health programmes and make them more effective. Effective school health programmes will contribute to the development of child-friendly schools, and thus to the promotion of education for all.

This interagency initiative has identified a core group of activities, each already recommended by the participating agencies that capture the best practices from programme experiences. An initial focus on these activities will allow concerted action by the participating agencies, and will ensure consistent advice to country programmes and projects. Because of the focused and collaborative nature of this approach, it will increase the number of countries able to implement school health components of child-friendly school reforms, and help ensure that these programmes go to scale. The focused actions are seen as a starting point to which other interventions may be added, as appropriate.

The actions of FRESH also contribute to existing agency initiatives. They are an essential component of the "health promoting schools" initiative of WHO, and of global efforts by UNICEF, UNESCO and the World Bank to make schools effective, as well as healthy, hygienic and safe. Overall, the inter-agency action is perceived as Focusing Resources on Effective School Health, and giving a FRESH Start to improving the quality and equity of education.

Activities

The following four components should be made available in all schools.

1. **Health-related school policies:** Health policies in schools, including skills-based health education and the provision of some health services, can help promote the overall health, hygiene and nutrition of children. But good health policies should go beyond this, and ensure a safe and secure physical environment and a positive psychosocial environment. These policies should address issues such as abuse of students, sexual harassment, school violence, and bullying. Policies regarding the health-related practices of teachers and students can reinforce health education. For example, teachers can act as positive role models for their students by not smoking in school. The process of developing and agreeing upon policies draws attention to these issues. The policies are best developed by involving many levels, including the national level, and teachers, children, and parents.

2. **Provision of safe water and sanitation - the essential first steps towards a healthy physical, learning environment:** The school environment may damage the health and nutritional status of schoolchildren, particularly if it increases their exposure to hazards such as infectious disease carried by the water supply. Hygiene education is meaningless without clean water and adequate sanitation facilities. It is a realistic goal in most countries to ensure that all schools have access to clean water and sanitation. By providing these facilities, schools can reinforce health and hygiene messages, and act as an example to both students and the wider community.

3. **Skills-based health education:** This approach to health, hygiene and nutrition education focuses upon the development of knowledge, attitudes, values, and life skills needed to make and act on the most appropriate and positive health-related decisions. Health in this context extends beyond physical health to include psychosocial and environmental health issues. Changes in social and behavioural factors have given greater prominence to such health-related issues as HIV/AIDS, early pregnancy, injuries, violence and tobacco and substance use. The development of attitudes related to gender equity and respect between girls and boys, and the development of specific skills such as dealing with peer pressure, are also central to effective skills-based health education and positive psychosocial environments. When individuals have such skills they are more likely to adopt and sustain a healthy lifestyle during schooling and for the rest of their lives.

4. **School based health and nutrition services:** Schools can effectively deliver some health and nutritional services provided that the services are simple, safe and familiar. They should also address problems that are prevalent and recognized as important within the community. For example, micronutrient deficiencies and worm infections may be effectively dealt with by infrequent (six-monthly or annual) oral treatment. In addition, changing the timing of meals, or providing a snack to address short-term hunger during school - an important constraint on learning - can contribute to school performance. Similarly, providing spectacles will allow some children to fully participate in class for the first time.

Members of Flagship Programme

UNESCO, UNICEF, WHO, World Bank, Education International

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The Inter-agency Initiative on AIDS, Schools and Education[1]

Background

The idea for a global strategy framework on AIDS, schools and education was initiated through UNAIDS and is intended to articulate with the broader UNAIDS global framework currently being developed. It will be designed to guide potential stakeholders at any level through the key issues, although adaptation and local level iteration are encouraged. While clearly directed at education systems, and particularly at improving the reach and effectiveness of programmes delivered by or through schools, all that needs to be done cannot be achieved by the education sector alone. A range of sectors are encouraged to consider the key issues and collaborate on supportive strategies for achieving common goals.

Focus

The proposed global strategy framework is intended to highlight AIDS issues related to schools and education systems, within a broader framework which will focus on young people. This will in turn link to the overarching UNAIDS global framework. As such, the strategy framework will be necessarily limited to schools and education systems as important vehicles for reaching young people, who are of critical importance in the prevention of AIDS and in promoting caring and supportive communities and schools. The strategy framework will sharply focus on children and young people of school age, especially those in school, but will also look to bring more children into school, as well as to reach out into the community.

Activities

The current draft of the global strategy framework on AIDS, schools, and education focuses on two main tracks:

1. Responding to the impact of AIDS on education.
2. Using education for AIDS prevention, within a continuum of care and support.

1. See Annexes for the presentation by Mr. Sheldon Shaeffer, Director, UNESCO Bangkok.

Responding to the Impact of AIDS on Education

In some parts of the world AIDS is not having a clear impact on education. However in the most AIDS affected countries, especially Sub-Saharan Africa, the main ways that AIDS is affecting education is through:

- the supply of education (teachers dying, sick, or caring for others).
- the demand for education (orphans, children affected and infected by AIDS not able to attend school regularly).
- the quality of education (AIDS escalates the problems of already struggling systems).
- the management of education (inability or inactivity regarding long-term planning which considers and responds to AIDS).

Some studies on the impact of AIDS on education have been conducted in African countries affected by AIDS. There is an overwhelming need for guidance on possible responses. One possibility is to look to the relative success in some countries, or to consider AIDS as integral to a broader agenda of overall education reform. The International Institute of Educational Planning (UNESCO) in Paris is working to serve as a clearinghouse for studies and activities in this area.

Using Education for AIDS Prevention, Within a Continuum of Care and Support

AIDS prevention education delivered through schools, whether via formal and non-formal approaches, has enormous potential for reaching children and young people with necessary information and skills to protect themselves and to help them to cope with the impact of AIDS on their lives and their communities. Effective skills-based health education, in whatever form it takes at the school level, is considered a key strategy. However, in general this potential has not been realized.

Members of Flagship Programme

Sponsors of the UNAIDS Programme: UNESCO, UNICEF, UNDP, UNFPA and the World Bank, Key bilateral donor agencies, international non-governmental organizations and teachers' unions as well as education associations.

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UNGEI: The United Nations Girls' Education Initiative[2]

Background

The goal of the United Nations ten year Girls' Education Initiative is to mount a sustained campaign to improve the quality and availability of girls' education through a collaborative partnership of different entities within and outside the United Nations system.

The initiative is designed to contribute to the elimination of gender discrimination and gender disparity in education systems through action at global, national, district and community levels. The initiative brings together existing resources at the country level and uses them more efficiently and effectively. The initiative starts with countries committing themselves to take action. It then focuses on areas of intervention that are known to produce results, are supported by a consolidated effort of all development partners and build on good practice and experience.

For more information, please see UNGEI Concept Paper: http://undg.org/documents/girlseducation/UNGEIConceptpaperfinal(11-00).doc

The overall goal is translated into five strategic objectives designed to assist countries in meeting their education for all goals and targets, as well as the education goals of other United Nations international conferences. The objectives call for:

1. building political and resource commitments.
2. ending the gender gap.
3. ending gender bias and discrimination within education systems.
4. helping girls' education in crisis, conflict and post-conflict situations.
5. eliminating ingrained gender bias that limits the demand for girls' education.

For more information, please see UNGEI Action Plan: http://undg.org/documents/girlseducation/UNGEIActionPlanFinal(11-00).doc

Activities:

Direct Support to Countries through the following Activities

- Identify target countries with low girls' enrolment and with gender inequality, using the criteria that were developed in 2000.
- Provide guidance to countries on how to address girls' education in CCA/UNDAF rollout and mid-term reviews, including through instruments such as Poverty Reduction Strategic Papers (PRSPs) and Section Wide Approaches (SWAPs).
- Facilitate integration of content and concerns regarding girls' education into CCA/UNDAF facilitator and country team training.
- Review and advise on country CCAs, UNDAFs and RC reports, and advise on collaborative/joint programming as appropriate.

Development of a Supportive Environment for Country Work through the following Activities

- Advocate and mobilize partnerships for girls' education, concentrating on strategic global and regional events, and international conferences and their follow-up, and encouraging the same in countries. (Examples include a panel on the ECOSOC high-level segment, a session at the General Assembly Special Session (GASS) on children and an event at the forthcoming GASS on HIV/AIDS).

2. See Annexes for the presentation by Ms. Vibeke Jensen, UNESCO Bangkok.

- Identify capacity for different substantive components of girls' education within participating entities.

Related Documents

- Statement by Thoraya A. Obaid At the Panel on Girls' Education: An Essential Component of Sustainable African Development
- Note for the record: ECOSOC High Level Segment on Africa: Girls' Education Panel

Members of Flagship Programme

All United Nations entities belong to this programme. The following have contributed to the ongoing work of the Task Force: DAW/DESA/UN, DGO, ILO, OCHA, UNAIDS, UNDP, UNESCO, UNFPA, UNHCR, UNICEF, UNIFEM, WFP, WHO and the World Bank. Non-governmental organizations such as the Forum of African Women Educationalists (FAWE) are also participating.

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Early Childhood Regional Capacity-Building Initiative

Development Objectives

The programme will contribute to achieving one of the six goals of the Dakar Framework - development of early childhood care and education. It will contribute to alleviating poverty by providing children, particularly those in disadvantaged situations, with early learning opportunities so that they grow up healthy, succeed in learning in school, and become competent and productive members of society.

Immediate Objectives

First, the programme aims to establish/refurbish the macro-policy structure of early childhood care and education in selected target countries, which involves:

- Arranging ministerial responsibility
- Setting investment strategies
- Improving early childhood indicators
- Developing pedagogical guidelines

For Africa, the programme will tap into the World Bank's Norwegian Funds-in-Trust Education Sector Planning, where UNESCO is invited to join as a partner. As for the development of early childhood indicators, the informal inter-agency working group on early childhood indicators, set up among colleagues from the Consultative Group, OECD, the UNESCO Institute for Statistics (UIS), UNICEF and the World Bank will continue to be the hub of inter-agency collaboration. Within UNESCO, UIS and International Institute for Educational Planning (IIEP) are the key partners.

Secondly, the programme aims to establish regional policy forums in Africa, Asia and Latin America and the Caribbean, where national policy-makers and decision-makers gather together to develop country-specific, regionally relevant policy modules on family support. UNESCO is already collaborating with the Family Unit in the Division for Social Policy and Development, Department of Economic and Social Affairs of the United Nations (United Nations Family Unit) on this issue, which will mobilize all United Nations partners in the preparation of the tenth anniversary of the International Year of the Family in 2004. UNESCO is taking the lead in tackling the first priority activity of this preparation, namely "Approaches to family policy development."

Thirdly, the programme aims to reinforce information management and networking in early childhood, which involves:

- supporting the eleven regional networks of early childhood planners, practitioners and policy makers.
- producing and disseminating printed and multimedia documents and materials on early childhood policy and practices.

Within its Early Childhood Partnerships Programme, UNESCO has designated the Consultative Group on Early Childhood Care and Development (CG) regional network convenors as Regional Centers, thus already lending its name and support to the Joint Regional Capacity-Building Initiative of the Consultative Group. All CG partners have pledged to support networking. Within UNESCO, CI, the NGO Collective Consultation on EFA and the UNESCO NGO Liaison Committee are the key partners.

Members of Flagship Programme

Consultative Group on Early Childhood Care and Development (CG) includes among others, the Aga Khan Foundation, Bernard van Leer Foundation, Christian Children's Fund, High/Scope Foundation, Inter-American Development Bank, Radda Barnen, Save the Children Foundation (United States), UNICEF, UNESCO, USAID, World Bank, the Organization for Economic Co-operation and Development, United Nations Family Unit, World Organization for Early Childhood Education (OMEP International), Associacion Mundial de Educatores Infantiles, etc.

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Remaining Tasks, Requirements and Possible Assistance for Preparation of EFA Action Plans

CAMBODIA

Stage of EFA Planning

According to the planning process set out in the EFA Planning Guide, Cambodia is at the first phase of planning - in other words the situation analysis. The National Education For All Committee (NEFAC) has been set up at the national level, with the participation of concerned ministries, civil society, and the private and industrial sectors. Six working groups have been set up to focus on each EFA goal. An EFA secretariat has been set up, with financial and technical support from the Ministry of Education, Youth and Sports, UNICEF, UNESCO and NGOs. Consultations are taking place with stakeholders, such as parents, teachers, students, and civil society, in provinces, districts, and communes nationwide. An annual Congress of Education is also being held.

Remaining Tasks

A work plan (see below) has been drawn up to achieve phases two, three and four. In addition, a national symposium is to be held in April 2002 to finalize and review the draft National EFA Action Plan. Plans are also underway for the definition of the structure of EFA Committees (provincial, district, commune), and consultations with stakeholders.

Table 1. Work Plan November 2001 - March 2002

Date		Activities	Products
November 2001:	19-23	- Orientation and Capacity Building on Rapid Assessment - Identification of existing education and training plans developed by various ministries and agencies	- Training project description and reports on results - Presentation of existing plans - Presentation of relevant research work and training
	26 –30	- Data collection and situation analysis though documents and filed visits	
December 2000:	3-14	- Write up the Situation analysis and learning needs assessment	- Draft contents on the situation analysis on education and poverty
	17-21	- Identification of, and write up on, issues, policies, target, goals and objectives - Identification, and write up of, possible solutions and strategies (in consultation with stakeholders-teachers, parents communities) - Agree on the EFA plan outline and document structure	- Draft contents on issues, policies, targets, goals and objectives of EFA (2001- 2015) - Draft contents on possible solutions and strategies - Draft outline of EFA Plan of Action
January 2002:	2-11	- Identification of programmes to meet the six major goals	- Draft outline and contents on programme (2001-2015)
	14-31	- Designing and writing up the draft implementation EFA Action Plans	- Draft contents on EFA Plan of Action
February 2002:	3-7	- Designing and writing up the draft implementation EFA action plans	- Draft contents on EFA Plan of Action (2001-2015)
	10-14	- Assessment of the resource implications (requirements and gaps)	- Estimated costing of all programmes, projects and action plans
	17-28	- Prepare spreadsheets on resource requirements / gaps by programme by year	- Estimated costing of all programmes, projects and action plans
March 2002	1-9	- Review of draft EFA Plan of Action by small group of experts and stakeholders	- Comments and suggestions on the draft EFA Plan of Action
	11-30	- Finalizing the draft National EFA Action Plan	- Final draft in Khmer and English

Requirements for Completing the Remaining Tasks

Technical and financial support will be required to complete the remaining tasks. This includes the provision of relevant materials (e.g. flagship programmes), and will be influenced by the availability of national human resources and the active participation of stakeholders.

In-depth studies will also be needed into girls' education, gender, minorities, street children, ECCD, life skills, and quality of education for better living (Dakar Goal VI).

Possible Assistance Needed

Assistance may be needed in the form of an expert review of the credibility of the National EFA Action Plan. Further assistance could be given through the sharing of National EFA Action Plans among countries, regionally and sub-regionally. Sub-regional Forum technical assistance or assistance from EFA partners/member countries may help in terms of charting the future (phase 2/phase 3 - designing the action plan). As mentioned above, technical and financial assistance may be needed.

CHINA

Stage of EFA Planning

China prepared a National EFA Action Plan in the year 2000. Two workshops were held on the preparation of the EFA plan, on the framework of the plan and on the draft plan. International organizations such as UNESCO, UNICEF and UNDP have commented on the framework. Experts on the six Dakar Framework of Action goals, invited by the Ministry of Education, have been consulted on the framework and the draft National EFA Action Plan. The Ministry of Education has also set up a Technical Expert Group to provide technical support for EFA planning. The draft plan has been prepared.

Remaining Tasks

- Distribute the draft EFA for comments to some non-governmental organizations and other ministries, such as the All-China Women's Federation, Educational Union, the Ministry of Technology and the Ministry of Finance. Additionally, it will be sent to the UN Basic Education Theme Group (UNBETG). After receiving the feedback, the draft will be revised. The revised draft may be distributed to all the provinces in 2002. The Ministry of Education will organize a national EFA conference to review the revised draft. The final National EFA Action Plan will subsequently be finished.
- The National EFA Action Plan needs to be translated from Chinese into English.
- Workshops will be organized to revise the draft plan.
- More thorough evaluation of the plan is required.

Requirements for Completing the Remaining Tasks

In order to complete the remaining tasks feedback must be received on time. An exchange of inter-country experience in EFA action planning would also be useful.

Possible Assistance Needed

Support may be needed from the Sub-regional Forum on EFA and UNESCO to conduct research and surveys, organize Sub-regional meetings on EFA, provide training for the technical group and to provide financial support for plan exercises.

DEMOCRATIC PEOPLE'S REPUBLIC OF KOREA

Stage of EFA Planning

The DPR of Korea has stated that four goals of the Dakar Framework for Action have already been achieved. Therefore, it is now focusing on ensuring that all young people and adults have access to appropriate learning and life skill programmes, and improving the quality of education. To do this it has organized a National EFA Forum. It has also held a series of consultations with bodies such as the Youth League and Women's Union, Academy of Educational Science, education associations and parents associations.

Remaining Tasks

Remaining tasks include the translation of the EFA Planning Guide, and training and workshops. A sector-wide evaluation and analysis of existing education plans in terms of the Dakar Framework of Action is also needed.

Requirements for Completing the Remaining Tasks

Financial assistance and expert services may be needed to complete the remaining tasks. Sharing of country experiences would also be beneficial.

Possible Assistance Needed

UNESCO Bangkok can provide assistance in realizing the requirements of the country.

INDONESIA

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Stage of EFA Planning

EFA national coordination and a multi-sector EFA Forum have been established, and include a Technical Working Group and a Core Team that works fulltime on preparing a National EFA Action Plan. The Core Team has produced a budget proposal and mobilization of funds for preparatory activities. The Dakar Framework has been translated into Bahasa Indonesia, and distributed to the relevant organizations and stakeholders. The guidelines for the preparation of National EFA Action Plans has been translated and are in the process of being published.

Remaining Tasks

- Review of the National Education Development Plan that was developed in 1999 for possible adjustments to the targets set under the Dakar Framework of Action.
- Compile existing research, reports and findings of various agencies, including those by donor agencies (UNICEF, UNESCO, World Bank, ADB, CIDA etc.) especially on education (primary and junior secondary), financing, access and equity, quality and relevance.
- Compile existing data and information on basic education from various sources.
- Conduct a comprehensive education sector analysis.
- Development of the National EFA Action Plan.
- Development of EFA action plans at provincial and district levels (in two provinces and two districts).
- Consultations with all related stakeholders and other organizations on the draft National EFA Action Plan.
- Conduct a final validation forum with all EFA partners on National EFA Action Plan strategies and approval of its financial scheme.
- Presentation of the National EFA Action Plan to the national parliament and the cabinet.
- Requirements for Completing the Remaining Tasks.
- A request needs to be made to UNESCO for Technical Assistance (two consultants), with expertise in creating projections for both formal and non-formal education and developing the concept of quality education.

Possible Assistance Needed

The Sub-regional Forum on EFA can assist in the preparation of National EFA Action Plans by conducting coordination meetings. EFA Partners can assist countries in facilitating the completion of National EFA Action Plans through technical workshops at the regional level. Countries should share their plans, for example through the Internet and e-mail.

LAO PEOPLE'S DEMOCRATIC REPUBLIC

Stage of EFA Planning

EFA Committees now exist at national, provincial and district levels. A technical working group has been established on the preparation of the National EFA Action Plan. Several major projects to support EFA are included in the framework of the National Education Development Plan (2001-2005). These include:

- Basic Education (Girls) (ADB/UNICEF/AUSAID)
- Basic Education for Upgrading Teacher Skills (UNICEF/NGOs)
- Literacy and Skill Training (GTZ/UNESCO)
- Education Quality Improvement Project II (ADB/SIDA)
- Secondary Education Development(World Bank /Government of France)

Remaining Tasks

Remaining tasks include a review of existing programmes/projects which support EFA, to identify gaps in the plans to achieve EFA goals. The current status of EFA component areas must be analyzed. Feasible national EFA goals and targets should be set. National EFA Action Plan preparation exercises should be consolidated and workshops organized. A country specific EFA planning and assessment model is needed. The National EFA Action Plan needs to be prepared.

Requirements for Completing the Remaining Tasks

- Set up an international EFA support team.
- Develop a technical approach to be applied in the preparation of the National EFA Action Plan.
- Strengthen national capacity in planning, information and data collection and analysis.
- Develop steps in EFA plan preparation (objectives, outputs and activities).
- EFA Planning Guide translation/adaptation.
- Conduct training/workshops.

Possible Assistance Needed

Assistance may be needed to provide funding for planning exercises and for the printing of the translated EFA Planning Guide. Technical assistance may be required for planning exercises. Sharing of experiences, lessons learned and best practices would be beneficial.

MALAYSIA

Stage of EFA Planning

Malaysia has completed the education blueprint/education development plan (2001-2010) which includes the EFA goals and plan of action. This blueprint was reviewed in a seminar in October 2001 by all stakeholders concerned. The blueprint was developed based on the 3rd Outline Perspective Plan (2001-2010) and the Eight Malaysia plan (2001-2005). Apart from this, the annual action plan is carried out continuously.

Remaining Tasks

The Ministry of Education, in cooperation with a local university, will be organizing an EFA forum/ seminar (in 2002), as a platform for strategic debate and consensus building on the direction for the implementation, monitoring and evaluation of the plan. The participants would include all stakeholders concerned with education for all, ministries and other government agencies. In conjunction with the seminar, the former EFA coordination committee would be activated.

Requirements for Completing the Remaining Tasks

A secretariat/working committee needs to be set up to manage/organize the EFA seminar.

Possible Assistance Needed

- The Sub-regional Forum on EFA may provide technical assistance and training in developing a school-mapping programme based on the "Child-Info" software. This software was developed during the last EFA 2000 assessment. (While Malaysia has a reliable education management system for public/government schools, it is currently strengthening data collection in regards to private schools/institutions).
- The Sub-regional Forum on EFA may provide funding for the translation of the education plan into English.
- The countries in the region may share their experiences and best practices in developing the action plans and subsequently share experiences and best practices in implementing, monitoring and evaluating the National EFA Action Plans.

MONGOLIA

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Stage of EFA Planning

Senior education officials and other education stakeholders have expressed a commitment to EFA in a Collective Commitment Meeting (CCM). The EFA National Strategy has been defined and includes a timeframe, required budget and evaluation of indicators. A draft mid-term National EFA Action Plan (2000-2005) has been prepared. The structure, duties, responsibilities, and representatives of the National EFA Forum have been identified. An EFA National Working Group has been set up. A second CCM is being planned.

Remaining Tasks

Remaining task include the establishment of the EFA National Forum. The draft mid-term National EFA Action plan must be modified. The National EFA Action Plan must be approved and an EFA Coordinator appointed for submission to the government (1st quarter of 2002).

Requirements for Completing the Remaining Tasks

Incorporate the flagship programmes into the National EFA Action Plan (particularly the FRESH - health education).

Possible Assistance Needed

Promote the exchange of experiences on processes and progress by undertaking comparative studies, establishing e-networks and setting up a task force at sub-regional level to work on technical aspects.

MYANMAR

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Stage of EFA Planning

- Education Sector Study completed with UNDP and UNESCO (1990-1993) - National Programme of Action.
- Formation of EFA Committees in 1996 (Central EFA coordinating committee, EFA Executive Committee, five national level supporting committees, sub-national level implementation committees).
- Education Promotion Programmes for strengthening EFA.
- Special four-year plan (2000-2003).
- Formulation of long term basic education plan.

Remaining Tasks

Remaining tasks include the review and revision of existing planning guidelines to achieve the Dakar Framework goals. A timeframe must be set for the National EFA Action Plan and a budget estimation prepared. If necessary, a separate National EFA Action Plan must be formulated. More sector agencies should be involved in the planning process.

Requirements for Completing the Remaining Tasks

- Review and revise the existing basic education policy, objectives and structures.
- Promote completion of primary education by all school age children and prescribe compulsory primary education.
- Promote inclusive education to include children with special needs.
- Promote special basic education programmes for children in remote and difficult to reach areas.
- Conduct an assessment of the progress of EFA goals through the EFA indicators.
- Improve the quality of basic education.
- Improve access to pre-vocational education and vocational education at basic education levels.
- Strengthen and expand non-formal education programmes.
- Improve the efficiency of the present educational management and administration system.

Possible Assistance Needed

- Technical assistance and training on policy diagnosis and formulation.
- Technical assistance and training to conduct data collection for school mapping, to develop an EMIS at school/community and township levels to support national EFA initiatives e.g. a possible separate National EFA Action Plan.
- The collaboration and sharing of experiences with other countries in the sub-region and with those who have successful programmes on basic education.
- Monitoring the progress of EFA plans.
- Technical assistance to develop poverty reduction oriented project design and resource assistance for project implementation.

PAPUA NEW GUINEA

Stage of EFA Planning

Activities	Comments
Phase I	
Analysis of the sector Analysis of the sector's features Identification of issues	Accomplished with the major education sector review
Phase II	
Step 1. Identification of goals and possible solutions	Accomplished with an education planners workshop
Step 2. Assessment of resource implications	Needs assistance to determine resource implications
Step 3. Assessment of possible solutions	Yet to be accomplished
Step 4. Alternative Strategies	Yet to be accomplished
Step 5. Formulation of the plan	Yet to be accomplished
Phase III	
Outline Action Plan Preparation	Planned for 2002

Remaining Tasks

Remaining task include the modification of the Education Plan objectives which incorporate EFA Dimensions. These must be endorsed by NEB, PEC and the NEC. Apart from Step 1, most of phase II (plan preparation) needs to be accomplished.

Requirements for Completing the Remaining Tasks

The National Education Board and the National Executive Council will need to endorse the modified education goals before Papua New Guinea can proceed further in the development of the plans.

Possible Assistance Needed

The Sub-regional Forum on EFA can assist in providing an assessment of resource implications through the provision of technical assistance and training in the use of the model. Assistance may be needed in the sharing of information and experiences through National Coordinators meetings.

PHILIPPINES

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Stage of EFA Planning

- Definition of EFA Planning Structure.
- Formulation of EFA 2015 Work Programme.
- Initial Costing of EFA Planning Exercise.
- Initial consultations with Civil Society Groups.

Remaining Tasks

- Activation of the EFA Planning Structure.
- Advocacy with other stakeholders in EFA.
- Holding of consultations nationwide.
- Updating of EFA I database across 18 core indicators.
- Plan formulation and validation.
- Plan adoption/implementation.
- Plan monitoring and evaluation.

Requirements for Completing the Remaining Tasks

To complete the remaining tasks a dedicated group must be created to work on EFA concerns. People to be involved in the working groups must be identified and resource persons selected to help in the planning process. Budget issues must be dealt with by the government Department of Education, in conjunction with other government organizations and UNICEF.

Possible Assistance Needed

The Sub-regional Forum on EFA and EFA Partners may be needed to give assistance by providing expert services and workshops in the areas of policy diagnosis/formulation, projection and simulation techniques in education system development and the use of ICT/distance learning.

THAILAND

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Stage of EFA Planning

The following plans are provided by the 1999 National Education Act:

- Long-term plan: National Education Development Plan (2002-2017) by the Office of the National Education Commission (ONEC).
- Medium-term plan: 9th National Education Plan (2002-2007) by the Ministry of Education.
- Short-term plan: Annual Budget Plan (2002) by the Ministry of Education (on-going).

Remaining Tasks

Remaining tasks include a review of existing educational plans to strengthen the six EFA goals (life skills, gender). Improvements are needed to EMIS and ICT systems. More sectoral agencies need to be involved. EFA indicators must be reviewed.

Requirements for Completing the Remaining Tasks

In order to complete the remaining tasks more technical assistance and funding for the hard-to-reach programmes are required. There needs to be deeper involvement of the sectoral agencies, such as the EFA partners.

Possible Assistance Needed

The Sub-regional Forum and the EFA Partners could provide assistance by exchanging news and information on best practices and lessons learned, visiting programmes, training and workshops, and through the establishment of EFA indicators.

VIET NAM

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Goal: To prepare the National EFA Action Plan for Viet Nam for the period 2002-2015

Objective 1: To develop a technical approach to be applied in the preparation of the EFA-Plan

- **Output 1:** Agreed work plan and methodological approach.
- **Output 2:** Strengthened national capacity in EFA Plan preparation.

Activity 1.1: Form International EFA Support Team (IEST) and National EFA Preparation Team(NEPT).

Activity 1.2: Prepare draft work plan for IEST and NEPT.

Activity 1.3: Prepare methodology paper (based on the EFA Planning Guide).

Activity 1.4: Conduct workshop on "EFA plan preparation methodology" (for MoET technical team, national experts and IEST).

Objective 2: To analyze the current situation of EFA component areas

- **Output 3:** Overview of policies, issues, priorities, and plans concerning EFA.
- **Output 4:** Baseline data to assess the feasibility of proposed solutions to issues, and EFA goals and targets.
- **Output 5:** National capacity added in planning, data collection and analysis.

Activity 2.1: Conduct documentation analysis.

Activity 2.2: Identify data and information gaps for EFA Plan preparation.

Activity 2.3: Undertake the collection of additional data and information needed (from DoETs and BoETs).

Activity 2.4: Analyze data and information (present situation, issues, possible solutions).

Activity 2.5: Create EFA databank (baseline data, current situation, issues, needs).

Activity 2.6: Write "EFA Situational Analysis Report."

Objective 3: To define and identify the EFA needs of Special Population Groups

- **Output 6:** Overview of EFA needs of special population groups.

Activity 3.1: Identify the special population groups to be targeted in the National EFA Action Plan.

Activity 3.2: Conduct situation analysis of special population groups.

Objective 4: To set national EFA goals and targets

- **Output 7:** EFA Plan Goals for Viet Nam.
- **Output 8:** Strengthened national capacity in target setting and assessment of implications for plan implementation.

Activity 4.1: Prepare overview of Dakar EFA goals and existing national education sector goals relevant to EFA.

Activity 4.2: Identify EFA plan goals and targets for Vietnam.

Activity 4.3: Develop methodology (analysis and projection model) for assessing the resource implications of proposed solutions for issues and proposed EFA targets.

Activity 4.4: Undertake the assessment of EFA goals and targets (with respect to resource implications).

Activity 4.5: Conduct workshop on "Present issues, possible solutions and setting EFA goals and targets in the light of feasibility assessment" to validate the national EFA targets (in the form of three regional workshops for MoET, DoET and other stakeholders).

Objective 5: To prepare Draft Component Plans and the Draft National EFA Action Plan

- **Output 9:** Drafts of the four component plans (including the Draft Basic Education Plan) and Draft National EFA Action Plan.

Activity 5.1: Prepare draft plan for each of the four target groups.

Activity 5.2: Integrate the Primary and Lower Secondary Development Plans into one coherent plan for Basic Education (continuous cycle of nine years).

Activity 5.3: Put the Basic Education Plan and the other two component plans (for ECCD, pre-school, out-of-school youth and non-formal education) within an overall EFA framework.

Activity 5.4: Conduct a workshop to prepare consensus on "Draft National EFA Action Plan" (for senior-level government officials from various ministries, VCP, etc.).

Objective 6: Finalize the "Draft National EFA Action Plan"

- **Output 10:** National EFA Action Plan (final draft).

Activity 6.1: Adapt Draft EFA Plan in the light of the outcomes of third workshop.

Activity 6.2: Conduct a workshop to validate the "Draft National EFA Action Plan" (in the form of three regional workshops for MoET, DoET and a wide-range of EFA stakeholders).

Activity 6.3: Produce the final National EFA Action Plan for Viet Nam.

Conclusions, Follow-up and Evaluation

Two main recommendations and follow-up activities emerged from the meeting. It was agreed that the EFA National Coordinators' Meetings will be organized annually. However, the next meeting would need to be convened in the period of July-September to allow time for the countries to finalize their EFA plans by the end of 2002. Additionally, the need to follow-up EFA planning in the countries of the sub-region was recognized. Therefore, the SRF Secretariat will establish an EFA database. This will be regularly updated and shared in order to review the existing plans, suggest improvements and provide timely information to the donors, development banks and development agencies, in order to generate additional funds for EFA planning and implementation.

According to the feedback provided by the participants, the country representatives generally found the National EFA Coordinators' Meeting to be a very positive experience. This was particularly the case in terms of sharing country experiences in following up the Dakar Framework for Action. The delegates also found several presentations particularly useful, including Mr John Daniels' discussion of 'Global Developments in Efforts to Meet EFA Goals,' the presentations on the Flagship Programmes and the overview and discussion on usage of the EFA Planning Guide. Accordingly, the group work exercises on EFA planning were also found useful. The participants recommended, among others, the following topics for future meetings:

- Data collection and indicators.
- How to implement EFA plans.
- Demonstrations and experiences on the EFA Projection Model.
- Sharing of experiences of National EFA Action Plans.
- Establishing monitoring and evaluation mechanisms of progress in EFA plans.

The participants also recommended that the group work be organized in a more dynamic way, and invitations to the meeting and the materials used in the meeting should be distributed earlier. Also, computer and Internet facilities should be more readily available. Most of the participants felt that overall the most useful part of the meeting was the sharing of country experiences and related discussions.

Schedule of Work

Monday, 10th December 2001

08:30 – 09:00	Registration
09:00 – 09:30	Opening Session (Remarks on behalf of UNESCO, UNICEF and ESCAP)
09:30 – 10:00	Briefing on the Programme of the Meeting, Introduction of Participants
10:00 – 10:30	Global Developments in the Efforts to Meet EFA Goals – John Daniel, ADG, UNESCO
10:30 – 11:00	Coffee/Tea Break
11:00 – 11:30	Overview of country responses to the survey questionnaire on country progress towards the preparation and implementation of the EFA National Action Plans
11:30 – 12:00	Discussion following the presentation on the responses to the survey questionnaire
12:00 – 13:30	Lunch
13:30 – 14:30	Group work on country experiences in selected aspects of planning for EFA
14:30 – 15:30	Brief presentations by countries on their experiences in selected aspects of planning for EFA
15:30 – 16:00	Coffee/Tea Break
16:00 – 17:00	Sharing the findings of group work on identification of lessons learnt from country experiences in selected aspects of planning EFA
18:30 – 20:00	Reception hosted by the Director, UNESCO Bangkok

Tuesday, 11th December 2001

09:00 – 10:30	Overview and usage of the EFA Planning Guide: discussion on selected aspects of the Guide; feedback from countries on the use of the Guide in the country context
10:30 – 10:50	Introduction to the draft outline on Criteria and Mechanisms for Reviewing and Improving National EFA Action Plans – Sheldon Shaeffer, Director, UNESCO Bangkok

Tuesday, 11th December 2001 cont'd)

10:50 – 11:15	Coffee/Tea Break
11:15 – 12:30	Group discussion on the draft outline of the Mechanism for Reviewing and Improving National EFA Action Plans
12:30 – 14:00	Lunch
14:00 – 14:45	Sharing of group discussion on the draft outline of Criteria and Mechanisms for Reviewing and Improving National EFA Action Plans
14:45 – 15:15	Presentation by UIS on the EFA Observatory
15:15 – 15:30	Presentation by UIE on incorporation of NFE and Lifelong Learning into EFA National Action Plans
15:30 – 16:00	Coffee/Tea Break
16:00	Leave for Queen's Park Hotel
16:30	Attend the Opening Session of the ACEID Conference

Wednesday, 12th December 2001

09:00 – 09:40	Introduction to flagship programmes: • FRESH • HIV/AIDS • UNGEI • ECCE
09:40 – 10:30	Group work on ways of incorporating flagship programmes into national action plans
10:30 – 11:00	Coffee/Tea Break
11:00 - 12:30	Discussion in groups on ways of expediting the process of preparing credible national EFA plans. Countries to: • list remaining tasks • identify main requirements for completing them • identify ways in which the SRF and countries, among themselves, can assist in the preparation of national EFA action plans
12:30 – 14:00	Lunch
14:00 – 14:30	Presentation of group work
14:30 – 15:00	Remarks by donors/agencies on possible support for EFA action planning and type of assistance available
15:00 – 15:30	Tea/Coffee Break
15:30 – 16:00	Concluding Session

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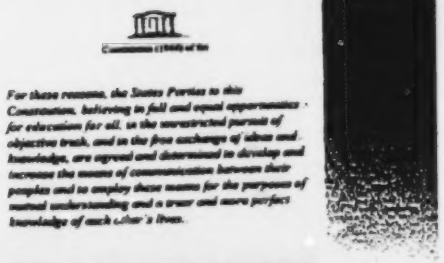
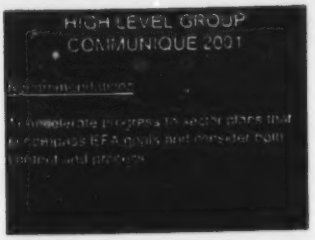
Presentations


For these reasons, the States Parties to this
Constitution, believing in full and equal opportunities
for education for all, in the unrestricted pursuit of
objective truth, and in the free exchange of ideas and
knowledge, are agreed and determined to develop and
increase the means of communication between their
peoples and to employ these means for the purposes of
mutual understanding and a truer and more perfect
knowledge of each other's lives.

Recent Documents

Final Report of the Second Meeting of the Working Group on Education for All

Monitoring Report on Education for All



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1) Accelerate progress to sector plans that encompass EFA goals and consider both content and process...

Tasks
- Local and international liaison
- Technical support
- Role of civil society
- Review meetings (e.g. MINEDAF)

2) Develop criteria/mechanisms for reviewing and mobilising resources ... part of processes to develop PRSPs and HIPC...

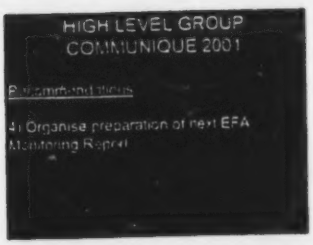
Tasks
- Ensure coherency of 'flagships' and EFA
- National resolve and budget allocations
- Liaison with G8

3) Operationalise Dakar framework by March 2002; agree and implement the global initiative.

Tasks
- Distribute strategy statement to task force(s) and finalise
- Clarify the 'global initiative'

Elements of the global initiative

1. Increased external $$ for basic education
2. Greater predictability in flow of $$
3. Debt relief/cancellation for basic education
4. More effective donor co-ordination
5. Strengthen sector-wide approaches
6. Monitor progress towards EFA goals



4) Organise preparation of next EFA Monitoring Report

Tasks
- Establish Editorial Board
- Agree contents
- Organise process/partners

5) "ensure focused and operational discussions and continuity in the important work of the Group".

Tasks
- Agree format, composition, venue for next meeting of HLG

INTER-AGENCY FLAGSHIP PROGRAMMES

1. 10-year UN Girls Initiative (UNICEF)
2. Focusing Resources on School Health (Multi)
3. Inter-agency WG on HIV/AIDS (UNAIDS)
4. Literacy and Adult Education (Multi)
5. Education in Emergency and Crisis (Multi: INEE)
6. Early Childhood Care and Education (Multi)

INTER-AGENCY FLAGSHIP PROGRAMMES

NEW

7. Teachers and quality of education
8. Education and Disability

PROPOSED

9. Role of ICTs in promoting EFA
10. Issues of Governance

INTER-AGENCY FLAGSHIP PROGRAMMES

Task:
Get all the flagships sailing in the same direction as EFA

PROGRAMMES 'PHARES' INTER-AGENCES

Tâche:
Aligner toutes les phares sur la route vers l'EPT

General Tasks

Extend policy work and innovation in support of Dakar goals: e.g.

- What is quality?
- Use of ICTs
- Life skills, technical/vocation ed.
- Learning to live together

G8 Task Force on Education

Task: To prepare proposals for Education for the G8 Summit in Kananaskis, Alberta, Canada - June 2002

- NGO Consultation scheduled for February 2002 with help of UNESCO

- Consultation with developing countries.

Generic Criteria for Assessing the Credibility of National EFA Action Plans

Introduction

There is a level of common agreement in the international community on how EFA plans can be assessed yet remain context and country specific. This draft document proposes a tool to identify that commonality. The generic criteria for the appraisal of EFA National Action plan credibility are intended to provide a non-prescriptive overall framework to which all stakeholders can commit themselves. Such criteria are developed to ensure that National EFA Plans are in line with national development frameworks in general and broader education sector policies in particular. These also advocate for the inclusion of objective quality targets and quantified short-term, medium term and longer-term milestones. These criteria indicate national commitment to the plans in the eyes of donors, in the case of the countries needing external funding for plan implementation.

Two approaches of generic criteria are proposed for evaluating National EFA Plans: (i) by the political and technical nature, or (ii) by the process and content of Action Plans. Either approach would provide an appropriate basis for evaluation. Neither approach is specific to any potential funding agency, state or partner. Both are intended to be generic, flexible and practical in country contexts. The most important consideration in both cases would be to bear in mind that the credibility of National Action Plans depends on two types of prerequisites: a) national leadership and a viable information system, and b) internal funding complemented by financial support.

It is expected that EFA National Action Plans will be integrated into larger poverty reduction and sustainable human development strategies. Based on participatory and sector-wide approaches, they will focus on the EFA Goals and underlining principles, including flagship programmes. They will also incorporate the particular situations of countries beset by natural disasters, armed conflict, and chronic crises with short-term needs. Countries will be responsible and accountable for ensuring credibility of their respective plans in terms of internal sustainability and continuity despite institutional changes over time.

Credible EFA plans are based on realistic resource possibilities. Even though there is no standard structure, the EFA Action Plan should be organized in a way that shows, by sub-sector (theme) and on a holistic basis, the situation analysis, the challenges ahead, the policy provisions for improvement, the actions and activities, the verifiable indicators, the resource requirements and implementation and monitoring arrangements. Three broad issues can be analysed and monitored: access and equity, relevance and quality, and efficient management.

Both sets of criteria guidelines/approaches have drawn upon the recommendations, practical planning guides and technical exchanges taking place at international and regional levels within the Dakar Framework for Action. The inclusion of two approaches demonstrates a degree of flexibility and appreciation that is necessary in order to develop a common framework acceptable to all partners and users.

I. Generic Political and Technical Criteria

Political Criteria	Indicators
Political criteria include demonstrable government commitment to EFA goals and a clear process of democratic consultation through the participation of civil society	• **Government commitment**: Constitutional right to education; legislation and administrative texts; public policy statement; official speeches; reports to government, white paper, etc.; advocacy and awareness-raising through multi-media campaign; financial commitment to education reflected in national budget
	• **Democratic consultation:** democratic consultation at a variety of levels: parliamentary; national government; ministries; provincial governments; community councils; traditional leaders; establish mechanisms such as the EFA Forum representative of all groups nation-wide; using the participatory method and including parents for consensus building and support for EFA. Using institutional framework for effective EFA Forum: steering committee, pre-planning consensus meetings at regional and national levels, review meetings, national symposia for assessment, consultation and analysis to ensure participation and relevance; meetings and consultations conducted at the national level includes all sources of support such as the private sector, NGOs and potential partners and donors at the national and international level
	• **A Monitoring and evaluation mechanism**: is in place to ensure an evolving process of dialogue, collaboration and coordination with the policy makers and planners and remove obstacles that hinder a smooth and evolving process in light of achieving EFA objectives
	• Other
Technical Criteria	**Indicators**
Credible (sector-wide) EFA Plan	• ***Strategic vision:*** Statement of intent, articulated within an overall socio-economic and national development strategy linking education and the world of work in consonance with other line ministries. All national development strategies including UNDAF (United Nations Development Assistance Framework) and PRSPs (Poverty Reduction Strategy Papers) take into consideration the central role of education in development. Existing partnerships and modalities of co-operation with international agencies and donors are consistent with overall Government programmes for sustainable development. All international initiatives and investments are complementary to national development and not duplicating (MOU's, Aide-Mémoire, Work Plans Agreement for Cooperation, etc.)
	• ***Sector-wide Approach (SWAP):*** An integrated a sector-wide approach has been used focusing attention on education sector strategies at every level – including in particular EFA targets. It provides relevant linkages through all levels of education with an emphasis on policy, budgetary allocations and institutional capacity and concerns. The clarity of education sub-sector performance through SWAP is providing the Government increased opportunity and flexibility for focused and strategic negotiations with funding agencies for prescribed areas of intervention and partnerships

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Technical Criteria	Indicators
	• ***Sector Analysis***: Recent sector analyses, surveys and studies are being used to ensure evidence-based policies for well-targeted response and strategies to address previously identified weaknesses of the system, e.g. access and enrolment (by gender, geographical area), physical facilities, profile of teaching staff (by qualification); *management of the education system*, e.g. teacher support services (resource centres, inspection), or *policy management* e.g. costs of access to education, etc. In the absence of an adequate quantitative and qualitative data system capability, informed policy decisions are being made on the basis of **surveys** and **studies** to determine and quantify educational parameters and performance indicators and factors that are likely to influence future reform or development of the system. Reliable data collection facilities (EMIS) and analytical capability include core EFA indicators in data base such as enrolment, expenditures, teachers, efficiency, learning achievement and outcomes, adult literacy rates, gender disaggregated data, etc.
	• ***Medium Term Strategy:*** or an operational plan is in place (3-5 years) with an implementation strategy and measurable objectives and targets, established priorities and outline of implementation modalities, with a realistic expenditure framework, with strategic sector performance review mechanisms
	• ***Practical framework and implementation strategies:*** Parallel management, administrative structures and/or coordinating bodies are in place for implementation of the plan with clear instructions on who does what
	• **Financial sustainability:** National Education budget priority to overall EFA objectives. Capital and recurrent costs outlined and earmarked over 5-year plan period. Use of simulation models to "project" and anticipate budgetary needs against population growth on a yearly basis
	• **Monitoring, Evaluation and Assessment Mechanisms:** Built-in mechanism in place for systematic assessment, monitoring and evaluation ensuring feedback during implementation (formative evaluation), and upon completion of phased action plan (minimum 3-5 years) for impact assessment (summative evaluation).
Use of table for the political and technical criteria: The first column lists political and technical criteria with commonly shared descriptors. The second column contains indicators of implementation. This table does not assume any hierarchical order.	

II Generic Criteria on Process and Content

Process	Content
Problem analysis by all stakeholders	**Sector-wide situation**
• In-depth analysis of data and information for all education levels and types, additional data collection and investigation (especially non-formal education by non state stakeholders), review of existing plans and studies, including the EFA 2000 Assessment	• Sector performance analysis (in terms of access/equity, quality, efficiency/ relevance, etc.), assessment of key factors influencing learning and sector development
• Critical review of the functioning and institutional aspects of the education system, including analysis of local governance with community participation at local level	• Institutional analysis (institutional setting at all administrative levels in order to highlight dysfunctions and remedial options)
• Analysis of educational costs (public and private) and funding in collaboration with other ministries (finance, planning, social affairs, etc.), decentralized services and local communities	• Cost and budget analysis (analysis of public budget, private costs and flows of external funding), identification of likely resource misuse and wastage
Analysis of the sector challenges to EFA	**Challenges in the face of EFA**
• Analysis of the challenges by EFA sub-sector and thematic working groups including representatives of other socio-economic sectors, the civil society and local community	• Challenges in direct EFA areas (6 goals, target groups, flagships, etc. depending on country specificities), issues for equity (gender, marginalized, minorities, refugees, IDPs, etc.)
• Analysis of the implications of other education sub-sectors in relation to EFA by working groups including representatives of concerned stakeholders	• Challenges in indirect EFA areas (e.g. upper secondary, higher education, TVE, etc. i.e. all those supportive to the achievement of EFA goals)
Identification of policy provisions/problem solving	**Different development scenarios for policy provisions**
• Review of economic and social development priorities, analysis of macro-economic development prospects (including broad national frameworks and instruments – CDF, CAS, PRSP, UNDAF, etc.), prospective analysis of financing possibilities from public and private sources as well as in collaboration with finance and planning ministries and local communities	• Prospective macro-economic framework, options for cost-effectiveness and rational use of resources

Process	Content
• Compilation and integration of the diagnostic findings from sub-sector and thematic working groups and local communities, drafting of education development strategies	• Sector-wide development assumptions in the light of EFA Goals as well as technical, human and financial constraints
• Exploration of pedagogical input mix (i.e. teachers, didactic materials, learning spaces, pedagogical organization, etc.) and development of alternative scenarios in consultation with concerned stakeholders	• Baseline and alternative EFA scenarios and implications, including pros and cons of each scenario, alternative funding opportunities for education
Definition of the scope of EFA at country level	**Commitment to EFA**
• Definition of the scope of EFA for countries, review of national educational policy, Constitution, etc., consensus building on EFA Goals, target groups and strategies	• EFA-related legislation, renewed commitment to national EFA Goals, commitment to reforms and budget increase for EFA
• Stakeholder analysis with participation of all stakeholders, including external partners	• Degree of participation of all stakeholders in the planning and/or management of the education system
Design and adoption of educational policy	**Policy orientations**
• Broad advocacy on development scenarios for EFA implementation, through various means of consultation and communication, validation of the new education policy	• Agreed development policy and reference scenario with long-term development vision and strategic goals
• Definition of measurable indicators, expected outputs and means of verification for EFA implementation	• Phased development outputs and measurable indicators (access, quality, equity, gender equality, relevance, system, etc.)
• Policy dialogue and consensus building on institutional and administrative reforms (decentralization, reliable and accountable governance, local governance, diversified education delivery, etc.)	• Measures for institutional reforms, major administrative arrangements for policy implementation, remedial measures to overcome the unforeseen
Definition of medium-term EFA objectives	**Medium-term outputs to achieve EFA Goals**
• Fine-tuning of and consensus building on medium-term objectives in accordance with long-term EFA goals	• Medium-term policy provisions/ sector-wide objectives

Process	Content
• Definition of specific objectives in each EFA sub-sector with participation of concerned stakeholders	• Agreed development objectives/outputs in EFA sub-sectors (measurable objectives and verifiable milestones)
• Definition of specific objectives in other sub-sectors, consultation on reform options/strategies conducive to EFA implementation	• Agreed development objectives/outputs in other sub-sectors (measurable objectives and verifiable milestones)
Preparation of medium-term EFA action plan	**EFA Actions to implement**
• Definition of required EFA actions and activities, examination of cost-effective pedagogical input mix, calculation of enrolment projections and its implications on human and financial resources, development of alternative scenarios for the period considered	• Prioritised actions in EFA sub-sectors (quantifiable outcomes, major activities, required costs, timeline and primary stakeholders)
• Definition of priority actions and activities in other sub-sectors, consequences of actions in these sub-sectors on EFA development, evaluation of the needs in human, pedagogical and financial resources for EFA	• Prioritised actions in EFA supporting sub-sectors (quantifiable outcomes, critical activities, required costs, timeline and primary stakeholders in upper secondary, higher, continuing education, etc.)
Preparation of supporting document for implementation	**Required institutional and administrative actions**
• Broad-based consultation on implementation procedures with all stakeholders, including donor community, for definition of institutional arrangements for EFA development and follow-up	• Implementation manual, including implementation procedures, coordination, responsibility, monitoring and evaluation
• Preparation of funding and budget disbursements plan in collaboration with ministries of finance and planning as well as major external funding agencies	• Budget and financing manual

The following criteria taken from the Dakar Framework for Action and the Country Guidelines on the preparation of national action plans can be used in any peer-based sub-regional review mechanism, which can be established to help both further improve the plan based on the experiences and practices of other countries in the region and further legitimate the "credibility" of the plan among prospective donors.

Does the Plan, in Regard to Exclusion:

- identify significant sources of disadvantage and disparity and set out clear strategies for overcoming the special problems facing those currently excluded from educational opportunities, with a clear commitment to girls' education and gender equity but with attention paid also to ethnic minorities, children in need of special protection or adversely affected by crisis and conflict, linguistic minorities, children with special needs, refugee children and youth, and child of the internally displaced (e.g., through taking advantage of flagship programmes)
- promote the implementation of integrated strategies for gender equality in education which recognize the need for changes in attitudes, values, and practices
- identify, select and implement "anticipatory" measures in regards to the impact of the HIV/AIDS pandemic on education and address such impact realistically
- implement as a matter of urgency education programmes and actions to combat the HIV/AIDS pandemic

Does the Plan, in Regard to Quality:

- lead to the creation of safe, healthy, and inclusive and equitably resourced educational environments, with clearly defined levels of achievement
- enhance the status, morale, and professionalism of teachers
- harness new information and communication technologies to help achieve EFA goals
- promote the conduct of educational programmes in ways which promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict
- encourage the development of responsive, participatory, and accountable systems of educational governance and management

Summary of the Presentation by UNESCO Institute of Statistics

EFA Observatory

The EFA Observatory has been established within the UNESCO Institute for Statistics with the objectives to collect, analyse and disseminate up-to-date information on the state of education required by countries, regions and the international on the state of education required by countries, regions and the international community monitoring progress towards the goals of Education for All. The work programmes of the Observatory and of the Institute are inevitably - and deliberately - interlinked. Two of the main lessons learnt from the EFA 2000 Statistical Assessment were; the need to avoid unnecessary duplication of effort anywhere (nationally or internationally), and the need to ensure regular monitoring throughout the assessment period. The Institute is calculating progress based on the data that countries provide through the annual data collection. It is important that all indicators are calculated on a consistent basis at international level, and the UIS mandate is to take an independent view of the progress. A review of the 18 indicators from the EFA 2002 UIS will carry out a third round of regional workshops on Education Statistics to which all non-OECD countries are invited. One of the objectives this time will be to help countries identify what resources they need to put in place monitoring plans.

Monitoring EFA:
Update on the EFA Observatory

2nd EFA Coordinators Meeting
Under the Sub-regional EFA Forum for East and Southeast Asia

Bangkok 10-12 December 2001

Background

- The EFA Observatory was established in the UNESCO Institute for Statistics in October 2000 with the objectives to:
  "collect, analyse and disseminate up-to-date information on the state of education required by countries, regions and the international community for monitoring progress towards the goals of Education for All."

Background

- The Institute itself was established just one year earlier than the Observatory.
- It has the remit within the UN system for collecting internationally comparable data on education and ensuring that those data are available for everyone who needs them.

EFA Observatory fields of activity

- Data collection
- Development of appropriate new methodologies
- Capacity building in collection and use of statistics
- Analysis and interpretation of cross-national data

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First priorities

- To establish a basis from which to promote a culture of evidence-based policy making and decision taking
- To consult on the 'new' indicators for the Dakar Goals.
- To begin work on methodological developments on 'difficult' topics

Data collection

- UIS launched *Survey 2000* immediately after the World Education Forum in Dakar to collect the core data on education needed at the international level for monitoring education policies in general and EFA in particular.

Data collection

- *Survey 2000* is not (yet) radically different from previous surveys of its kind.
- It builds on existing data reporting mechanisms.
- It is realistic and affordable without being over-ambitious.
- It collects the basic data (so far, mainly on formal education - but it will expand)

Data collection

- *Survey 2000* collects the data required to calculate 13 of the original 18 EFA indicators. Only one EFA indicator which could be collected via a survey of this kind was omitted.
- But *Survey 2000* is more than just a set of indicators. It represents a core dataset from which a variety of indicators - including new ones - and other measures can be determined.

Regional Workshops

The manner in which *Survey 2000* was launched was different too:

- The survey was introduced via a series of 10 Regional Workshops in June and July 2000.
- A second round of workshops for *Survey 2001* took place between March and June 2001.
- We are now planning the third round of workshops to start in March 2002

National involvement

- The workshops currently target statisticians and education planners mainly from Ministries of Education.
- In future, we hope to involve non-government experts in the field of education as well.

Improving data quality

- Workshops allow statisticians to discuss data quality issues face-to-face - both with UIS and with experts from other countries
- Sharing data knowledge, discussing similar problems, finding common solutions should lead to improved data quality - at least of 'official' statistics
- The Observatory will also be seeking to improve the 'quality' of measurement for each goal by including other national and regional data.

Other partners?

- We're working, of course, with the UNESCO Regional Offices in Africa, Asia, Latin America, the Arab States...
- We are trying to build up partnerships with appropriate agencies in each region including UNICEF, the World Bank, bilateral donors...
- We want - and need - closer ties with Civil Society and NGOs (but we're not there yet)

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Recommendations

- First, an EFA data set (as opposed to indicators)
- An indicator set similar to the original 18 EFA indicators, some additions or refinements, few deletions
- Nearly all indicators to be gender-disaggregated
- For the least able countries, focus on the core data up to 2005
- New indicators to be piloted in statistically more able countries

New EFA indicators?

Some areas will require additional development, especially to measure progress on Dakar goals:

- early childhood (1)
- life skills (3)
- adult literacy (4) and
- educational quality (6)

New methodologies

There are many areas which need further development. Examples of work include:

- An Expert Meeting - partly funded by the Netherlands - in March 2001 on the Financing of Education.
- ECCD initiatives in pilot countries
- Non-formal education workshops

Statistical capacity building

- At the regional level: via the workshops.
- Weaker countries in some regions are being targeted to receive additional in-country support
- At the national level: so far limited to countries with very serious problems as part of larger initiatives involving many partners

National action plans

- Need clear proposals for monitoring progress
- Should include How to report progress,Who will be responsible for reporting progress, Which indicators to use and How often to report on progress (at least annually)
- Statisticians should be involved in specifying this process

Contact the EFA Observatory

Simon Ellis
s.ellis@unesco.org

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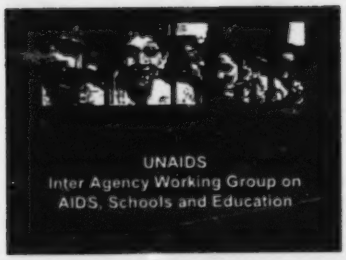
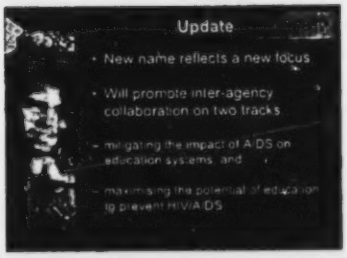
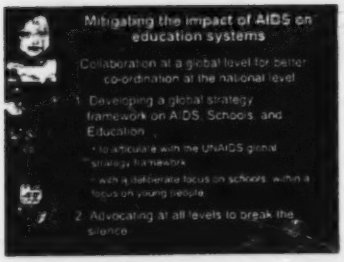
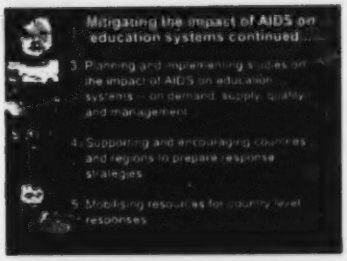
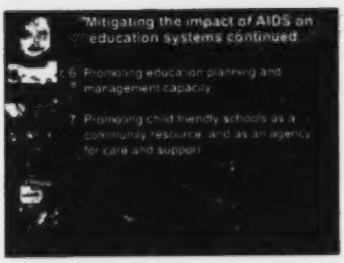
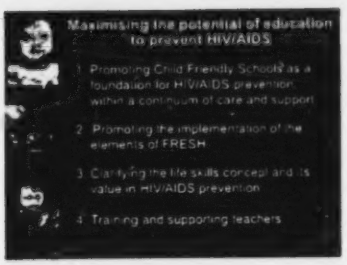


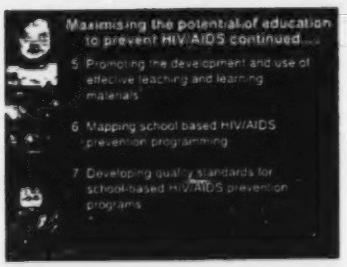

Update
• New name reflects a new focus
• Will promote inter-agency collaboration on two tracks
– mitigating the impact of AIDS on education systems, and
– maximising the potential of education to prevent HIV/AIDS

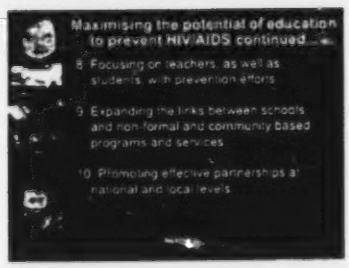

Mitigating the impact of AIDS on education systems
Collaboration at a global level for better co-ordination at the national level
1. Developing a global strategy framework on AIDS, Schools and Education
• to articulate with the UNAIDS global strategy framework
• with a deliberate focus on schools, within a focus on young people
2. Advocating at all levels to break the silence


Mitigating the impact of AIDS on education systems continued...
3. Planning and implementing studies on the impact of AIDS on education systems – on demand, supply, quality and management
4. Supporting and encouraging countries and regions to prepare response strategies
5. Mobilising resources for country level responses


Mitigating the impact of AIDS on education systems continued...
6. Promoting education planning and management capacity
7. Promoting child friendly schools as a community resource, and as an agency for care and support


Maximising the potential of education to prevent HIV/AIDS
1. Promoting Child Friendly Schools as a foundation for HIV/AIDS prevention within a continuum of care and support
2. Promoting the implementation of the elements of FRESH
3. Clarifying the life skills concept and its value in HIV/AIDS prevention
4. Training and supporting teachers


Maximising the potential of education to prevent HIV/AIDS continued...
5. Promoting the development and use of effective teaching and learning materials
6. Mapping school based HIV/AIDS prevention programming
7. Developing quality standards for school-based HIV/AIDS prevention programs


Maximising the potential of education to prevent HIV/AIDS continued...
8. Focusing on teachers, as well as students, with prevention efforts
9. Expanding the links between schools and non-formal and community based programs and services
10. Promoting effective partnerships at national and local levels

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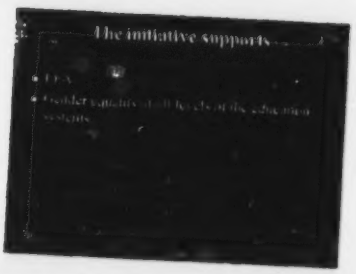

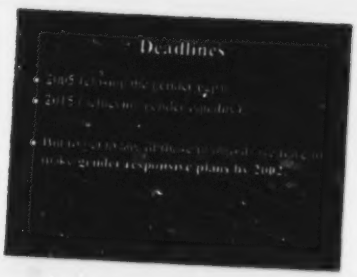

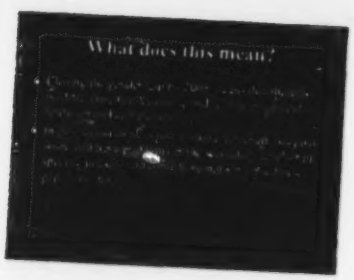

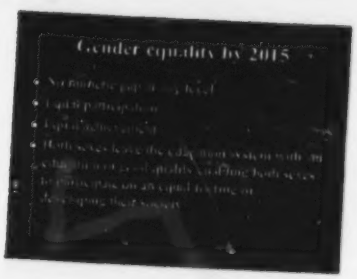

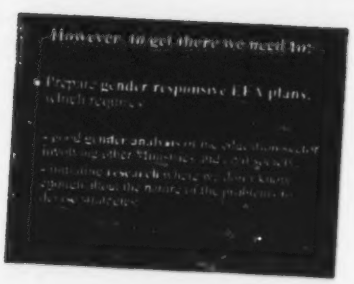

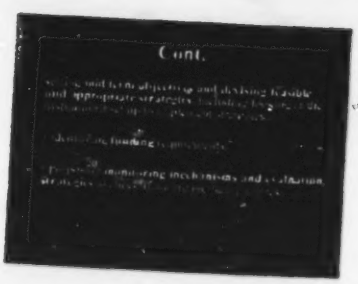

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Credible plans

- Gender has been taken into account
- Gender equality and gender inequality issues are extensively addressed
- Plans are coherent
- Strategies have been costed out
- Appropriate monitoring mechanisms are proposed
- PLANS ARE GENDER RESPONSIVE

UN response

- UNGEI draft guidelines for UN actions on how to assess the preparation of EFA plans
- UNICEF & UNESCO are giving assistance in the daily preparation of the plans to identify experts who can help
- UNDG Declaration to follow

Kyoto meeting on gender equality in basic education, Nov. 2001

Objectives:

Conclusions:

UNESCO-Bangkok is proposing

- To [illegible] information sharing through a network of [illegible]
- To [illegible] a [illegible] gender responsive plans
- To [illegible] credible plans

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